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Summer Schools Missing the Mark

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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 9

September 29, 1930

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Grades Five and Four

THE most unsolved problem of home and school, church and society is the school problem of boys and girls of the fourth and fifth grades.

Boys and girls in the fourth and fifth grades are physically, mentally, and socially as unlike what they were before as full grown apples are unlike little green apples most of which fall off.

Boys and girls of the fourth and fifth grades are as unlike what they may be afterwards as the hard, sour full-grown green apple is unlike the mellow delicious flavor of its variety when it is ripe.

Unless boys and girls of the fourth and fifth grades ripen into the flavor of the personality of their inheritance they are liable to ripen prematurely into the individuality of the group that appeals to their emotional immaturity.

A curriculum, a teacher, or a principal that does not understand the problem of boys and girls of the fourth and fifth grades is a tragedy.

The financial problem of the florist is to have an adequate supply of carnations for Mother's day, roses for high school graduation and of other flowers for special days. No popular flower is in bloom at the wrong time.

A successful florist always has an abundant supply of flowers when everybody wants them. They control the blooming to meet the market demand.

The florist's control of the blooming is absolute. It is all a matter of control of water and heat. For many days before the blossoms are needed water and heat are limited almost to the vanishing point.

The buds, ready to bloom, rest peacefully and profitably until action is needed. Then water and heat are turned on, and, as by magic, all buds burst into bloom at once.

Boys and girls of grades four and five need the science and art of a florist devoted to their ripening for the youth life of grades six and seven.

Civilization is interested in having American education create grades four and five so that boys

and girls will be so fascinated with their school life that nothing can tempt them to leave school.

We try to shackle reluctant boys and girls to those grades by compulsory school laws, and when the compulsory school age is reached they often break away as escaped prisoners.

Nothing is easier than to captivate boys and girls of the fourth and fifth grades if the reading, writing and ciphering have a manly and womanly flavor.

Everything must reveal their new ability to think, to do, and to be manly and womanly.

From the Old to the New Education

WILLIAM A. BALDWIN makes the "New Education" as distinct a scientific creation as the arc light and as illuminating. He has used it for professional light houses with millions of horse power effect, and he has stepped it down where it can be utilized by a faint flicker of intelligence.

To no one else has the New Education, as a scientific creation, been the sole business of a scientist who has minded his own business for half a century.

Mr. Baldwin caught the spirit of the New Education when John Dewey discovered it, and he has magnified it and applied it, scientifically and professionally, at Oswego, Hyannis, and Rhode Island State College of Education.

Mr. Baldwin's "From the Old to the New Education" has brought down from the heaven the ideal spirit and has made it real for every teacher of every subject, for every child in every school.

The appointment of Dr. John Lee Coulter on the Tariff Commission is not only the recognition of high achievement in government service, but is also appreciation of an eminently successful recent agricultural college president in North Dakota.

Propagandism

THE American Association of University Professors through Dr. E. R. A. Selig of Columbia University has an elaborate report condemning one variety of propaganda.

The report says: "It is vital both to industry and to education that not the slightest suspicion be incurred by anyone in the academic ranks.

"The university professor's reputation for impartiality must be equally unsullied. Higher education and scientific research must evoke in the public mind the same confidence as does the system of injustice."

This is refreshing, for there has been an impression that this Association of University Professors was supersensitive about any limitation to "Academic Freedom."

Sample High School Principal

A HIGH school principal in Indiana has every member of the city board of education intensely interested personally in the success of the morale of the high school.

There is not a member of the faculty who is not vitally interested in the preparation of each student for a worthwhile life.

Although there is a wide range of academic mindedness, commercial mindedness and social mindedness among the students, they are unusually chivalrous, manly and womanly.

In the school year 1929-30 the principal held 155 private or individual conferences with boys, and the dean of girls held 138 conferences with freshman girls.

There is an official record showing the time spent by the principal in more than five hundred purposeful visits to the classes from September to July last year.

American education in New York City, in Chicago and in every city, county, and state of the Union is controlled by the spirit of the Fifth Annual Report of Horace Mann as surely as the "heavens declare the glory of God and the firmament showeth his handiwork."

High School Annual

NOTHING in education of today is more suggestive of the spirit of the high schools of today than modern high school "Annual."

One of the brilliant issues of a modern high school annual is by the senior class of the Reitz High School, Evansville, Indiana.

The title of the "Annual" suggests the place the senior class in a city high school occupies in American education.

"The Flowering of the Public School" is the real flowering of an appropriate "Annual" to represent modern education. The principal, Ralph Irons, and Superintendent John O. Chewning are up-to-the-minute modern educators.

Chicago School Board is on a cash basis for the first time in three years, and will be so till January. This is a welcome greeting for Superintendent William J. Bogan, who returns from an enjoyable and restful vacation with his family in Europe.

Trail of a Professionalist—William C. Bagley

By ALBERT E. WINSHIP

ONE of the joys of my lengthened life has been the privilege of following the trail of eminently successful professionalists.

No professionalist is better known, has written more professional books, none has been more heroic in championing conscientiously philosophies in which he believes or in protesting against methods and principles which he regards objectionable than has Dr. William C. Bagley, whose professional personality is fascinating.

I first crossed the track of William C. Bagley thirty-two years ago when he was a scholarship student at Cornell University in the classes of E. B. Tichener, then the leading experimental psychologist in America; J. H. Comstock, one of the leading naturalists, and Charles De Garmo, one of the most eminent pedagogists. All three of his professors were warm friends of mine, and I frequently spent several days at Ithaca with Professor Morse Stevens and the other professors with whom Bagley was majoring.

The special reason why I knew of William C. Bagley was the story I was told about his thrift.

Upon graduating from the Agricultural College of Michigan, now Michigan State College, W. C. Bagley taught a one-teacher school in a lumber mill village in the Upper Peninsula, which led to the decision, at twenty-two years of age, to make teaching his business for life, and on credit he took a summer course in Chicago University, then only four years old, taking work in education with Earl Barnes, then of Stanford, a special teacher in the Chicago summer quarter.

He enrolled in the University of Michigan, September, at the age of twenty-two, but when the winter term opened he was back in the little school in the Upper Peninsula, and at twenty-three years of age entered the University of Wisconsin, where he had work in education with M. V. O'Shea and others. At twenty-four years of age he graduated from the University of Wisconsin with a Master's degree.

From the University of Wisconsin he went to Cornell University, where I first knew of him the year he received his Doctorate of Philosophy at twenty-six years of age.

Unemployment thickened. That was before "doctors" had a preference. In January, 1901, he was glad to get an elementary school principalship in St. Louis, F. Louis Soldan, superintendent.

At twenty-eight years of age Dr. Bagley was director of teacher training at the State Teachers College, Dillon, Montana, where I first really knew him, and I was keenly impressed with his professional virility.

It was while at Dillon that he first broke into authorship. The Macmillan Company published "The Educative Process."

At thirty-two years of age Dr. Bagley was superintendent of the training school in the Oswego, New York, State Normal School, and in 1907 gave the world his second book, "Classroom Management." He was now recognized as a fully equipped professionalist and was elected to the faculty of the State University of Illinois, where he remained for nine years, during which time he wrote several professional books and edited "School and Home Education."

At forty-three years of age Dr. Bagley began his nationally famous career as professor of education at Teachers College, Columbia University, New York. In the fourteen years that he has been on the faculty of Teachers College he has written many books, has been universally in demand as a professional lecturer and magazine writer.

At a meeting of the Department of Superintendence Dr. Bagley won almost matchless fame in a debate defending the public school courses. This was one of the few brilliantly popular addresses that have created national fame that has been enduring.

Since then Dr. Bagley has held front rank as balance wheel of professionalism. His most famous "governor" on the professional engine was his challenge of the fatalistic inferences drawn from the results of the "so-called intelligence tests" which led to the publication of "Determinism in Education" (1925).

Dr. Bagley was the first editor of the Journal of the National Education Association (1921-1925).

It is rumored that there will soon appear Dr. Bagley's defiant attack on some of the most tragically popular professional adventures of the day.

Belding's Page

When Pupils Strike

EVERY little while a school or school system in some part of the country gets into the headlines as the scene of a student strike.

What would you do if your pupils struck?

Better still, what do you do to keep them from wanting to strike?

Pupils do not walk out of school on protest unless they strongly believe they have a grievance. They may be mistaken. But they think they are right. If they are wrong, they need to be persuaded of the fact. Any attempt at clubbing them into the belief that they are in error only intensifies the ill feeling.

High school students in Watertown, Massachusetts, have recently gained notoriety by absenting themselves from school, parading the streets, and letting the world in general know that they do not like the addition of an hour to their school day.

Whatever may be thought about the addition of an hour to the five and one-half-hour session previously in vogue is less important, perhaps, than to note the obvious fact that the change was instituted by the school board without first selling the idea to the teachers. Before any new policy can be made effective in the schools, especially a policy which is likely to arouse opposition, the co-operation of superintendent, principals and teachers needs to be pretty well assured. If such co-operation cannot be obtained, the chances are that something is wrong with the experiment. Teachers and school executives may be inclined to conservatism, and may require explosives to blow them out of a rut, in some instances, but they do know a few things about what can be done with boys and girls, and what cannot. Not every theory that some well-meaning citizen imagines can be made to work with pupils is really workable.

When a strike occurs, the first thing to do is to see that any possible misunderstanding of the situation by the strikers is tactfully removed. It would be well to remind them that the newspapers are hungry for stories and are likely to make bad matters worse for the sake of selling more papers.

When youthful strikers have the backing of their parents, or of some political element hostile to the school authorities, and eager to see them made ridiculous, sudden and peaceful settlement is difficult of attainment.

A pupil strike can cause a pretty bad mess. If it is merely a protest over the failure to grant a holiday when there was reason to expect a day off, the best way is to take the affair rather lightly. The loss of one day's work may not be worth making a fuss about. But where the cause of irritation continues, the school heads are apt to have some troublesome days and wakeful nights.

Young America can be led. It cannot so well be driven.

The Under-Supply

THAT there is an over-supply of candidates for teaching positions in the United States at this moment, is a fact generally recognized and admitted. And along with this fact goes the other—namely, that really capable and effective teachers are still scarce.

Whether the percentage of good teachers has increased or diminished through recent years of multiplied opportunities for teacher training, is a question which individual educators might answer in accordance with their respective dispositions; the pessimist one way, the optimist another.

In advancing from the kindergarten or primary grades through the university, the student meets a score or two of teachers. How many of them are remembered for the deep impressions which they made? The adult who can count five really inspiring teachers is perhaps more fortunate than the average.

The quality of instruction varies between different schools and school systems. It depends partly upon luck, partly upon financial resources—though less than may be imagined; and more than all else, perhaps, upon the skill of the person who selects the teachers.

A superintendent or a principal who is successful at this point might well be forgiven certain weaknesses at other points.

As educators we are all committed to the belief that human material can be moulded considerably by environment. We have applied this principle to the formation of teachers out of all sorts of material. The theory may be sound, but it has not always worked out to the desired result.

A great deal of naturally poor teaching material has been equipped to render fairly successful classroom service. The enormous demand for popular education could never have been met without the correspondingly widespread efforts to prepare teachers.

The big need continues to be that of discovering and developing a larger number of superior teachers. To attain this end we must recognize superior teachers and put a premium upon their services.

Anson W. Belding

Associate Editor.

Pupil Guidance in South Orange

By CURTIS H. THRELKELD

Principal, Columbia High School, South Orange, New Jersey

Today we visit a New Jersey High School in which an unusual plan of pupil guidance has been worked out. Principal Threlkeld regards guidance, not as an abitrary scheme into which pupils have to be fitted, but as a means of discovering and directing the natural growth of the individual.

IT IS PROBABLY true that all of the experiences of a pupil are educative. Guidance, then, simply means, in one sense, a conscious and, we hope, an intelligent attempt by the educator to direct these experiences so that they may contribute the maximum to a child's best growth. Guidance is not new, but the modern educator is newly awakened to his responsibility.

We, in Columbia High School, do not claim any more than that we are trying to discharge our duty and opportunity by developing the best scheme of guidance for our own particular community. It may be that some things we are doing may be transferable in principle to other situations, but any guidance plan should be designed to fit a given school.

The following selected theses are presented as some of those which we consider basic to our scheme of guidance. They cannot be fully discussed here because of lack of assigned space for this article.

We, in Columbia High School, believe:—

1. *Guidance is not something we do "to" a child. It is a process whereby we build up in him the desire and the power to do something for himself.* Its purpose should be to aid in the natural unfolding of personality and to avoid conditions that may produce blight.

2. *Guidance should build in a pupil the desire and ability to make decisions and the willingness to take responsibility for them.* We, as professional counselors, should scientifically collect and present the necessary data to the end that the pupil may be increasingly able and disposed to make decisions wisely.

3. *A pupil's career should be so guided that there will be freedom for making alternate choices as he advances in life.* The making of decisions should be encouraged as a practice even in extreme youth, but we should see to it that a pupil usually has the possibility of alternate choice and does not make a decision that may limit his growth.

4. *We should ever guard against "pigeonholing" or arbitrarily placing a youth in a certain category.* Data such as I.Q.'s, A. Q.'s, marks, teachers' judgments, etc., should be treated only as evidence and seldom, if ever, as conclusive proof.

5. *Continuous and immediate adjustment to the individual pupil should be the prevailing policy in a good guidance scheme.* Whatever may be necessary in the way of changing a pupil's program of studies or experiences to produce a better educational situation for him should always be both practical and practiced.

6. *Some one officer in the school organization should have as his responsibility that of knowing the individual pupil intimately as a whole entity.* It is probable that no problem affecting a given pupil exists as a separate thing. It usually has in it conditioning elements of some other experience or phase of the pupil's personality. Intelligent handling of any pupil can, then, be better done by some one who knows him intimately as a whole. This does not argue against having appointed officers of a school responsible for the development of certain special phases of a pupil's self, but it does argue for some other officer having the definite *responsibility* and *ability* to relate the parts to the whole and the whole to the parts.

Other principles might well be indicated here, but the writer hastens on to outline briefly the personnel relationships and individual duties in this particular scheme of guidance.

The basic idea underlying this plan is that each and every member of the staff must have some responsibilities in this guidance function of the school and must know definitely what his are as well as how they co-ordinate with the responsibilities of others. We make use of the administrative officers and teachers such as is done in most schools but have also added others known as class guides who are the pillars of strength and power in this scheme.

First: The high school principal heads the guidance organization. He conceives his responsibilities to be:—

A. To co-ordinate all guidance activities in the building.
B. To make himself available for conferences with pupils, teachers and parents.
C. To ascertain the success of the educative processes of the school.
D. To create and maintain happy working conditions for teachers and pupils.
E. To make himself a vital factor in each pupil's life.

Etc.

Second: The two vice-principals assume as their guidance duties:—

A. Supervision of the extra-curricular and social activities of the school.
B. Guidance of the School Council.
C. Handling of citizenship problems of the pupils.
Etc.

Third: The class guides, as indicated above, are very important officers in this guidance organization. It is their all-important responsibility to appreciate the pupil as a whole. They are especially trained for their jobs. Each is assigned to his or her class group as they enter high school and progress with the group until they are graduated.

The class guides teach but two classes per day, and spend the remainder of their time with guidance responsibilities. Some of these duties are:—

A. To co-operate with home room teachers in handling problems of advisees, and to marshal all the resources of the school in the solution of any pupil-guidance problem.
B. To hold conferences with pupils, teachers and parents.
C. To bring to the attention of the principal such problems as need his attention.
D. To take charge of guidance records for her group.
Etc.

Fourth: The responsibilities of the home room teachers in this plan are quite similar to those ordinarily assigned in accordance with modern educational philosophy except that it is recognized that such teachers cannot reasonably be expected to develop the degree of guidance expertness desired. The class guides help them in their guidance activities and act in the capacity of trained guidance experts to whom the home-room teacher may look for needed help. For lack of space the home-room teachers' responsibilities are not listed here, but do not differ materially from common practices elsewhere.

Fifth: The subject teacher assumes such guidance responsibilities as:—

A. Endeavoring to have each pupil's achievement tally with his ability.
B. Presenting to pupils work that is reasonably within the range of their abilities or recommending transfer when a pupil is obviously misplaced.
C. Keeping in touch with home-room teachers and class guides concerning the failures, successes and problems affecting her pupils.
D. Teaching the vocational and avocational possibilities of her subject.
Etc.

In brief, such is the guidance plan in Columbia High School. We use such auxiliary guidance helps as homogeneous grouping in courses, special curriculums, psychological department, cumulative guidance records for each pupil, etc., which cannot be discussed here although each has an important part in our scheme.

In conclusion, the writer believes that the success of this or any other guidance scheme can be measured by the degree in which each teacher accepts and practices the thesis that *one can judge his teaching success, not only by classroom subject achievement, but also, and probably in a more important way, by the number of pupils who have set for themselves higher goals of responsibility, initiative, achievement and personality development because of his friendly, helpful interest.*

Questionings

By REGINALD STEVENS KIMBALL

Superintendent, North Brookfield, Mass.

A hundred years or so ago
My great-grandmother was reading Watts:
Improvement of the Mind her goal.
Last night I read again
The Mind in the Making.
Do I know more or less than she
About the soul?
Do intellect and spirit war
In these, the latter days,
As in the old?
Have we yet seized on solid substance that may hold
The secret long since sought by seer and sage?
Can man, by taking thought,
Add jot or tittle to his mind or soul?
Have Reason, Knowledge, Intellect improved?
Has Science cut the Gordian knot?
Have educators found the clue?
Can printed page yield formula?
Is it without or deep within that we must peer
To know man's mind
And be at one with Nature's Law and Nature's God?

Summer Schools Missing the Mark

By W. A. BALDWIN

Rhode Island College of Education, Providence

In this challenging article the author calls for a reconsideration of the aims and results of summer school instruction. Do teachers return to their tasks with fresh vigor of mind and body, or have they received but little of the expected benefit? In a subsequent article Mr. Baldwin will offer possible remedies.

THE summer schools are over for another year. Is it not now a good time to take account of stock?

Superintendents of schools who advise, urge, or direct their teachers to attend summer schools and principals and directors of summer schools who plan the courses, credits and the atmosphere of these schools do well to consider carefully the results and tendencies of the summer school work of 1930 with which they are familiar.

I was in charge of the Hyannis (Mass.) Summer School for twenty-seven summers (1898-1924), and no one believes more thoroughly than do I in the right kind of summer school work. I have watched with much satisfaction the wonderful growth of summer schools during the past thirty years. Some recent tendencies in summer schools seem to me to call for discussion, and I may perhaps be permitted to raise a few questions and offer a few suggestions.

This article will deal mainly with deficiencies and a second one will offer some suggestions as to possible remedies.

THE MAIN PURPOSE OF THE SUMMER SCHOOL

What should be the relation of the work of the summer school to that of the succeeding winter school (the regular session)? Certainly the reader will agree that the teaching should be improved. To state it more specifically there should be improvement in two directions, viz.:—

(1) In the method of teaching—How to teach the subject or subjects studied in the summer school.

(2) In the spirit of the school—How to gain the right attitude on the part of the children.

Put in a different way the teacher should be made over—re-created in three ways, viz.:—

(1) The teacher should be re-created physically—she should not only be rested from the work of the past school year, but she should be helped to gain renewed strength and vigor so that she may return to her schoolroom with bright eyes, quickened step, and ready understanding for the physical needs of the children.

(2) The teacher should be re-created mentally—gain clearer, broader, more understanding thinking along the line of the subject studied.

(3) The teacher should be re-created spiritually—gain in hopefulness, in vivacity and in sympathy with the children, and in higher ideals for herself and for her pupils.

Are our summer schools being so conducted as to produce these desirable results?

CASES SHOWING UNDESIRABLE RESULTS

The following are brief accounts of cases which have recently come to my attention:—

Within two weeks I have talked with two different teachers, each of whom I have known well for years. Each is a strong teacher; one in a normal school, and the other in a good city school system. Both have been attending a college summer school of good standing. Each gave to me the same report—large classes with little or no chance for discussion; the instructor lecturing at the students, who were obliged to take notes as rapidly as possible; impossible requirements in the way of outside reading; no provision for physical or social improvement.

These earnest, progressive teachers were trying to get some rest and recreation in the brief time before the opening of the fall term, so they might be in fairly good physical condition when commencing the work of the year. They have no word of appreciation for the work of the summer school which they had been attending.

Quite a different type of teacher is represented by the following story:—

Cora Smith, the poorest teacher in a certain school system, was told that she must go to a certain summer school and get certain credits, or drop out of the teaching force. She with several kindred spirits has spent a miserable summer doing compulsory, distasteful work. Nothing satisfied them. The weather was hot, the food indigestible, the instructors taskmasters, and their fellow students uninteresting. As to the methods presented, they seem to them just childish and silly. What has Cora Smith brought back to her

schoolroom? A permit to continue to hold her job, but no refreshment of body, mind, or spirit.

Cannot some better way be found to deal with such cases?

Susie Brown is a bright girl, with a normally sunny, sanguine disposition. She has taught school for three years with good success, but advance in salary is conditioned on the number of credits received for courses taken at summer schools and in extension classes. From the standpoint of administration this gives a tangible basis for salary increases and relieves the administrator from the criticisms to which he was subjected when such salary increases were based upon the less tangible improvement in teaching.

And so Susie Brown has spent nearly all of the past summer working very hard in a summer school to accumulate as many credits as possible, and she has already made plans to carry three extension courses during the current school year. She has just brought home her credits, but with them broken health and a fretful disposition. Her mother is very anxious about her. She said the other day: "I don't know what is the matter with Susie; she never acted so before. She was always pleasant and helpful, but now I can hardly live with her. She is discouraged, irritable, and cross. I am very anxious for her health."

A few days after school opened Susie's principal asked her about some small matter of corridor discipline, and, much to his surprise, she was resentful and rebellious, and bursting into a flood of tears "went all to pieces."

The above is essentially a true story, and I suspect it is typical of hundreds of ambitious young teachers all over this country. What reader would like to have a young child who is dear to him in charge of a teacher so broken in health and spirit? What an atmosphere in which to cultivate good citizenship!

QUESTIONS SUGGESTED BY THE FOREGOING

The following are some of the questions which have arisen in my own mind, viz.:—

(1) Should salary increase be mainly contingent upon the number of credits received by a teacher from summer or extension courses?
(2) Should the urge to take summer school work come from without, the superintendent, or school committee, or from within, his own individual longing for improvement?
(3) Does the gaining of credits at summer schools or in extension courses necessarily make for better teaching?
(4) What are some of the dangers of the great numbers of students now crowding into the college summer schools?
(5) Can any real teaching be done in very large classes?
(6) Should discussions participated in by both teacher and students be displaced by lectures and book work?
(7) Should the health of the students be built up or torn down by the work of the summer school?
(8) Should the social life of the student be neglected by the summer school?
(9) Should the main result of the work of the summer school consist in spiritual uplift and inspiration for the work of the winter school?

In a succeeding article an attempt will be made to offer some suggestion for improving the present situation.

Life

By EDGAR A. GUEST

I did not ask this world to come,
Nor do I know how long shall be my stay.
I've heard the music of the stirring drum,
I've seen the children romping at their play.
I've seen red tulips springing from the soil,
And shared with men and women much of toil.

Some things of life I've missed, as all men must,
But pain and hurt and happiness and song,
Heartache and heartease, just man and unjust,
I have encountered as I've trudged along.
I've seen the countless stars that light the sky
And the white clouds of summer drifting by.

The pain of living is the price I've paid
For all the days of gladness I have known,
For the devoted friendships I have made
And all the blossoms in my garden grown.
And I would live again, again to die,
So rich a life as mine has been to buy.

—Our Boys.

Iowa's Mammoth Chorus

By AGNES SAMUELSON
Superintendent of Public Instruction, Iowa

An inspiring message of statewide co-operation and interest is sounded in this account of Iowa's massive musical performance, in which over six thousand rural children took part.

FOR five years interest in music in the rural districts of Iowa has been developing to a remarkable degree, and we have been seeking a workable plan for successful teaching in music in the one-room rural schools. There are nearly ten thousand (10,000) of these schools scattered throughout the ninety-nine (99) counties of the state. The plan for teaching must be one which can be carried on by teachers in the rural schools, most of whom are not highly trained, particularly in the line of music. There are no supervisors of music in the State Department of Public Instruction or in the several counties.

The plan in use is the result of the life-long work of Professor C. A. Fullerton, head of the music department of the Iowa State Teachers College. This plan is simple and easy to follow even though the teacher has had no special training in music, and may not even be a singer. With the aid of the talking machine, and a few records made according to the plan, the instruction has been accomplished with success.

The pupils first sing the easy phrases, then the harder ones. The model is there, so the child may hear the pattern sung by the artist as often as is necessary for him to imitate it. He hears good music sung with correct rhythm. To hear his pattern he must use a light tone. This has practically eliminated the harsh, unmelodious tones often heard in group singing.

Every country school child in grades four to eight inclusive is eligible to try out for his school and county choir. He must pass actual singing and rhythm tests with the victrola. Many primary pupils have passed these tests. A simple chart makes it easy for the teacher to keep individual records, and this enables even the most overworked county superintendent to supervise effectively the progress and accomplishment in music.

County choruses of one hundred to five hundred pupils have been singing at rural school graduation exercises, and various farm and community gatherings. Often the pupil does not know the ones standing beside him, and the only rehearsal is held a few minutes before the performance, so the choir may learn to follow the leader's directions. This experience has social value and outcomes in addition to the cultural value of music training.

This program of work has attracted so much attention and has been so popular because of its simplicity and effectiveness in teaching real music appreciation that it was a major feature of the Sunday program at the Iowa State Fair, August 24. Over six thousand (6,000) pupils, all from one-room rural schools, passed the tests, and received from the Department of Public Instruction certificates of eligibility to sing in this great choir. This mammoth chorus, the first of its kind in the world, served to interpret a tried and tested educational program. With the splendid seating facilities afforded by the fine new amphitheatre and education building of the Iowa State Fair, it is estimated that 25,000 people assembled as an audience for this program.

This whole program was a manifestation of what complete co-operation in a state can accomplish when concentrated upon a worthwhile objective. It was under the direction of Miss Jessie M. Parker, head of the rural division of the Department of Public Instruction. She had the co-operation of the Iowa State Teachers College, through which the services of the faculty of the music department were made available to the country schools. Professor C. A. Fullerton, the originator of this plan, and Professor Irving Wolfe had charge of the study centres through which teachers in the various counties were made familiar with the songs and methods. Other members of the music faculty, Miss Olive Barker, Miss Minnie Starr, Professor Harry Kauffman, and Miss Alpha Mayfield, also rendered valuable assistance in this extension work.

Much of the success is due to the hearty co-operation of the county superintendents of the state who carried the burden of organizing the county choirs, securing the co-operation of the parents, and creating enthusiasm for the program among teachers and pupils. The teachers responded magnificently. Many of them donated time all through the summer so that pupils who needed training on one or two songs might pass the tests and be eligible for the state chorus.

The State Fair Board helped in every way possible to make the project of the Department of Public Instruction an overwhelming success.

They Say

WILLIS A. SUTTON, president, National Education Association:—

"The greatest asset in America is the health of its people. Every teacher should see that every child in America has a thorough, systematic examination by a competent physician and competent dentist. . . . The Board of Education, the superintendent of schools, the supervisor, the director and the administrator are important in their place, but the teacher reaches the child, and the child goes back into the home, and the home is the cornerstone of the nation."

PROFESSOR J. S. HEBERLING, University of Pennsylvania:—

"The other day I saw a sheik high school boy parade up and down the station platform with a highly ornamental slicker. On the back thereof was drawn the face of an alarm clock with the following inscription written beneath it: 'Big Ben the Alarming Youth.' We should remind our youth that it is not the alarm part of the clock that keeps the time, it is the balance wheel."

THOMAS W. BOYCE, elementary principal, Milwaukee:—

"I believe that the elementary school is the finest place for service in the entire school system. From choice I am an elementary school principal, and shall continue to serve there to the end of my professional career. There is no service greater than leading the little ones, studying their aptitudes and possibilities, praising their successes and correcting their failures, and leading them in their start in life."

CLYDE R. MILLER, Teachers College, Columbia University:—

"Certainly there is a point of diminishing returns, in dollars and cents, in formal education. If this were not so, our Ph. D.'s would be millionaires."

DR. HELEN T. WOOLLEY, Columbia University:—

"A large part of the task of the teacher of young children is in parental education."

THOMAS ALVA EDISON:—

"To my mind the old masters are not art; their value is in their scarcity."

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A Trip Through Egypt

By L. H. PUTNEY*

(*Part Two*)

Back home we think of Egypt as being a rainless country, but this is not wholly true. Although during much of the year there is almost no rainfall, Alexandria and Port Said, and even Cairo, experience drenching rains during the winter months; in fact, there was a shower the day I was at Memphis. Egyptians say that there has been a marked change in the climate of their country since so much more land has been brought under cultivation. Be that as it may, after leaving Cairo, where the rainfall averages from eight to twelve inches a year, and proceeding up the Nile, the country shows little evidence of rain, although I am told that Luxor and Assouan receive some two inches a year.

Except where there is irrigation, the landscape is characterized by a total absence of vegetation, not unlike that in southern Nevada. Dust storms are frequent; indeed, the railways in Egypt have to fight drifts of sand, much as those in some parts of the United States do drifts of snow. Because camels are the only beasts of burden that can live under such conditions, the desert police are mounted on them. I have read that this animal was unknown in Egypt prior to Roman days, but if so, I do not see how the Egyptians traveled inland before that time.

This brings us to the question of what is meant by the word "Egypt." On the map Egypt usually appears small, but in reality it is a country large enough to make two Carolinas, Georgia, Florida, Alabama, Mississippi, and Tennessee, with Massachusetts thrown in for good measure. In shape it is almost a square, with sides approximately 600 miles long. It reaches from the latitude of Savannah or Shreveport to that of northern Yucatan. Of this vast territory, however, barely three per-centum, that is, only slightly over 12,000 square miles, is habitable. As was the case four thousand years ago, the real Egypt is the valley of the Nile and the rich flood plains near its mouths (the Nile has two mouths). Although this mighty river flows through Egypt for nearly a thousand miles, from the camp of Wadi Halfa on the borders of Sudan to Assouan, there is practically no vegetation, and very little life. The reason is that the hills come right down to the water, leaving no lowlands to be overflowed or irrigated.

As we go farther north, these hills recede, especially on the western side, and the valley widens out, reaching a width of perhaps ten miles as it approaches Cairo. This great city of over a million population is situated some twelve miles from the apex of the fan-shaped flood-plain, usually known as the "Delta." In the old days all of this rich delta country was called "Lower Egypt" (Lower Egypt actually extended to a point about twenty miles south of Cairo), while that beyond, as far as the First Cataract, went by the name of "Upper Egypt" just as it does today. Beyond Upper Egypt lay the "Land of the Nubians," with which, judging by the pictures still discernible on the walls of their tombs and temples, the Pharaohs were constantly at war. Even now, just above the First Cataract, you can see the remains of an old sun-dried brick wall which was built by the Romans to protect the southern border of the Egyptian Province from raids by these same fierce, uncivilized blacks.

From time immemorial Lower Egypt, which extends along the Mediterranean for some 150 miles, has been one of the most fertile spots in the world. The present cultivated area, however, is said to be fully forty per centum less than the original, due to the fact that while Egypt was under Turkish rule, through neglect of the dikes great tracts were allowed to become salt lakes and marshes. How fertile these delta lands are you will appreciate when I tell you that the top-soil, which is silt that has been deposited by the Nile during its periods of overflow, is 110 feet deep. It is in this region that Egypt produces much of her enormous crops of cotton, grain, and lentils. I was told that eight or nine cuttings a year of alfalfa and other forage crops are common. Where the land is irrigated and protected from inundation, two to four different kinds of crops may easily be raised every twelve months. During the summer shade must be provided for any young plants. This is done by making the corn crop first and then leaving the stalks in the ground to protect from the rays of the sun the beans, or whatever crop happens to follow.

I feel sure that my readers would like to hear something about the Red Sea, the waters of which, the Bible tells us, rolled back to enable the Children of Israel to escape from the army of the Pharaoh. Just why this great body of water is called by its name I do not know, unless it is because of the reddish color of much of the desert on both sides. The distance from the tiny island of Perim, which stands at the entrance to the Strait of Bab-el-

*Foreign Representative.
Little, Brown & Co

Mandeb (this strait is fifty-nine miles long and connects the Arabian Sea with the Red Sea), to the tip of the Gulf of Suez, one of the two northern prongs of the Red Sea, is approximately 1,300 miles. At its widest point the Red Sea is some 200 miles across, and in passing through it ships are out of sight of land much of the way.

On the morning of the fourth day the S. S. President Garfield, on which I was traveling, entered the Gulf of Suez. This gulf forms the western boundary of the Sinai Peninsula, the southern part of which is covered with high mountains. Mount Sinai, or Jebel Mussa, as the Arabs call it, is visible for only a short time, in spite of its height of 7,450 feet. It is situated back from the coast nearly forty miles. As you pass it, you can see easily the camel track which leads across the desert to the foothills. This is so rough that it requires over two days to make the trip to the monastery which stands on top of the mountain.

One characteristic of most of the mountains and hills that you see while passing through the Red Sea is the wind erosion. In places this has been so extensive that their sides appear to contain great amphitheatres, much like those seen in the walls of the Grand Canyon in Arizona. Nowhere, after leaving the Yemen country on the southwestern coast of Arabia, do you observe any sign of vegetation other than a few date palms forming a fringe for some lonely oasis; in fact, it is in the Red Sea that you are introduced to the complete sterility which characterizes the deserts of western Asia and northern Africa.

As all of you know, the Red Sea is now connected with the Mediterranean by the Suez Canal. This canal was the dream of one Ferdinand de Lesseps, a Frenchman in the employ of the Egyptian government. De Lesseps was not an engineer, but instead a bargain-driver and promoter. The idea of a canal between the two seas was by no means original with him, for as early as 600 B. C. the pharaoh Necho was only deterred from digging a similar one by an oracle which warned him that if he persisted in doing it a hostile invasion would rob him not only of the coast but of his entire kingdom as well.

The actual construction of the canal was started in 1856, and the undertaking was completed thirteen years later at a cost of from 90 to 156 million dollars, according to the source of your information. It is no doubt true that much of this money was spent for corruption, for no serious or expensive engineering problems were confronted, the highest hill having an altitude of less than seventy feet.

(To Be Continued)

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Unscrambling the Babies

By ARTHUR DEAN

I saw by the papers recently that a pair of babies got mixed up. It seems that the Bambergers and the Watkins each had a baby about the same time, and when the mothers left the hospital a question arose as to whether they had the right babies. The mixup called for expert opinion.

The experts gave some credits to blood tests. An anthropologist measured the heads. An anatomist measured their bodies. The lawyers rung in the law. The dermatologists studied the few hairs on the head and the skin on the bodies. The finger prints expert demonstrated something or other, and whatever it was some other expert refuted.

Now what real difference does it make which baby one has? To those who believe that environment counts and nothing else it wouldn't make any difference whether the Bambergers had the Watkins' baby or their own. According to the "behavioristic" theory the future of the child rests upon his training and environment and not on ancestry.

To those who believe that heredity counts tremendously it is highly important to the Bambergers that they have a Bamberger descendant and the Watkins feel ditto.

To fellows like me who believe in both heredity and environmental values, this mix-up is quite fortunate or unfortunate — I know not which. If one family can furnish a better environmental training than the other, then that family's baby is in luck. If the blood of the same family is better than the blood of the other family, the baby is just swimming in luck.

"But," you say, "it may not be their baby." Correct, but what difference does it make? After all, these babies do not belong to their parents, not for all time. The parents are just a medium through which these youngsters came into the world. These youngsters belong to themselves. All this fuss over whether or not these fathers and mothers have their own particular babies is not nearly so important as are the qualifications of these parents for the raising of babies.

It is a pity there wasn't some way of leaving the decision to the babies themselves. It's their wishes which really ought to be consulted.

Anyhow this may be said: The lives of these parents have been more or less spoiled by the mix-up. Let's pray that the lives of the infants may not be.

P. S.: By the way, why not exchange the babies every couple of months? This fits in exactly with Dr. Watson's theory that no mother is capable of keeping her child more than three or four weeks at a time.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Truth—I

The philosopher rolled up his book, and placed it carefully within the folds of his tattered robe. His three-legged soap box creaked under him uneasily as he moved his thin legs.

"I have been reading of truth," said he. "Now, what is truth? Is it something beyond the power of man's mind to change, or does it exist for each man only in his own mind, being brought forth from such senses as he has?"

"Many years ago, in a fair land, two peasants lived on adjoining farms. They were good neighbors to one another, until one of them fell heir to a sum of money, whereupon the other envied him.

"Now it is well known that envy, like an evil spirit, once invited to dwell within the soul, lays violent hands upon the conscience of its owner, choking it slowly, but surely, until it lies stark dead. Even so, in the case of this poor peasant, it sat within his soul, prompting him day and night to evil thoughts, and the other, not knowing of the change, trusted his one-time friend, and gave him freely of his wealth. But he who envied, bided his time well. His smooth tongue gave out no hint of what he harbored in his soul, and his cordial smile masked the bitterness that soured all gentleness within his heart.

"At the beginning of the new year the tax collector came at the king's bidding. Like all collectors he was an unwanted man. People drove him from their doors, and set the dogs upon him, and little children stoned him in the streets.

"At the home of the rich peasant he was received with hot words, and finally sent forth with threats, for he had demanded a tenth of all. That same afternoon, at the old wooden bridge that spans the stream that brawls down from the mountain snows, death fell upon the agent of the king. His body lay beside the path, and near it the knife that had done the deed. Beyond the bridge, where he had been cutting wood, the son of the rich peasant was a witness to the evil act. In amazement he stared long at the dead man lying in the road across the bridge. This thing could not be! His father was a peaceful man. He would not even strike a dog, much less kill a man in cold blood, and yet it was his father's hand that dealt the blow. Slowly, as though in a daze, the boy crept across the bridge. He picked up the knife. It bore his father's sign. His eyes moved over the prints of the heavy boot left in the soft clay. Only the boots of his father had that strange sign, raised in copper nails upon the sole. He knew because he, himself, had driven every nail.

(To Be Continued.)

Truth—II

"As he rubbed his feet across the marks to blot them out, a strange man in the uniform of the king came upon the bridge. 'Would you rub out the marks?' he asked, with a cruel smile. The youth answered nothing, but tried to hide the knife within his coat. The hand of the other seized it.

"'You know something of this,' said the man. 'Come with me!' For ten days the youth lay in prison, denied the sight of the sun and the sound of any friendly voice. The eleventh day he was dragged before the court. He found his father bowed in chains, listening to the judge.

"'You have heard the evidence,' said the judge sternly. 'You admit it all, even to the ownership of knife and shoes. Before I sentence you to death have you anything to say?'

"The peasant raised his head slowly, and said in a low voice: 'I am innocent!'

"'Lest we condemn one who claims his innocence as this man does, bring forth the son. He was a witness to this deed.'

"When the young man stood before the judge his father raised hopeful eyes to him. Surely he would tell the court that he had not done this thing.

"'Whose knife is this?' asked the judge.

"'My father's,' said he.

"'Whose boots are these?' asked the judge.

"'My father's,' said the boy.

"'You saw the deed,' said the judge sternly. 'Before God and man testify! Who did this thing?' But the young man held his peace.

"'Answer!' said the judge, but the young man answered nothing.

"'You know the law,' cried the judge. 'He who shields a murderer becomes partner to him in his guilt, and shall die, also,' but still the young man held his peace.

"'His silence is sufficient to convict the man,' said the judge, 'but since he is so young, this boy shall be spared. The case is closed.'

"However, the judge was not satisfied. There was a quality of truth in the rich peasant's voice as he proclaimed his innocence. Going therefore before the prince he gave testimony of all he had seen and learned. 'Lest there be public confusion at this man's death,' said the prince, 'send him to me, that I may deal with him far from the scene of the crime.'

"That night the sad word spread in the village that the rich peasant, sorrowing over the failure of his son to testify for him, had died of a broken heart.

(To Be Continued.)

Truth—III

"For seven days the son remained weeping in his room. When he came forth, men's eyes were turned from him, because of the word that had gone out in secret, that he had failed his father because he desired his wealth. In his despair he fled to his father's old-time friend.

"'I wish to go far away,' said he, 'far from these dreadful whispers. Do you take charge of all that I have, using it as your own until I come again. You, only, of all my father's friends know that I could not do this thing. If I refused to testify it was because I could not bring myself to charge my father with the crime.'

"And the peasant, in whose spirit envy had taken abode, smiled and could have shouted forth his joy. The wheel had turned creaking on the axle-tree of life. He, of all men, should now profit by his neighbor's wealth.

"The days passed, and people, going by the old farm, shook their heads, and wondered at it all. The poor man's cattle fattened in the rich man's stalls; the poor man's fields thrived with the rich man's seeds; the poor man's chimney roared with the rich man's wood, and laughter and loud revelry resounded around the poor man's board.

"In the midst of the revelries one night, when the moon was high, a pale face pressed close to the window pane. In a second it was gone, but the word spread that the spirit of the rich man had returned to the scene of its crime. Within a week a pale figure was seen standing on the bridge, and he who saw it swore that it was the rich man's face that peered out from under the dark hood. The next night, as the poor peasant walked down the long lane to his own home, he saw a pale figure standing silently beneath an oak. Although trembling with fear he came

close and looked into the face of his old friend.

"'If you be spirit,' said he, 'you wander about these fields in vain. The living only do I fear, and not the dead. But if you live, then it becomes most necessary that you die.' Whereupon, seizing his knife he rushed upon the form before him, but an arrow slid silently out of the dark and set itself quivering in his breast."

* * * * *

The philosopher was weary after so long a tale. "The arrow of justice is very swift and sharp," said he, "and the bowman is not always seen."

The Bronze Statue—I

When the good king saw his little daughter withering away under a sickness that was beyond the physician's power to cure, he called his greatest sculptor to him and said: "Friend, my beloved little girl must pass beyond the feel of my fingers and the sight of my old eyes. I grieve for her, as you know, for she is dearer to me than this throne I sit upon. Since I cannot long have her with me in the flesh I ask you to make for me a noble statue of her out of enduring bronze. Put gold in the metal and silver so it will defy the wind and rain for a thousand years, use your chisel skillfully and bend your greatest thinking to the task so that when all is done I may have forever before me a likeness of this child I love. Behold here is a treasure chest full to the brim of golden coins. One word more. Come here into the royal garden and do your work close to the chamber of the princess. It will then be possible for you to study her without causing her fatigue and give me the chance to visit you and observe your work."

The master sculptor bowed and said: "All shall be done as you desire; this very day I shall begin my task."

Within an hour servants entered the king's garden bearing tubs, the sides of which were stained and uneven with yellow clay. The hands of the servants were stained also with the clay and their garments bore signs of it.

"This is strange," said the King to his jester, "I gave orders that the statue was to be made of bronze."

"Perhaps the sculptor can change clay into bronze," laughed the jester.

"Perhaps he can," said the wise man on the king's right. "I have seen marvelous things issue from this man's shop. Vases of gold and statues of silver and even little jewel boxes of a precious metal that flames like an eye in a peacock's tail, and always before the coming out of these marvelous things I have seen clay going in."

Towards evening the sculptor came and stood over his wooden tubs. "There is an hour of sun still left to us," he said to the foreman of the servants. "Pour water into the tubs and bring hither the sacks of clay," and when the water was poured and the sacks opened, the sculptor knelt down before the first tub and sprinkled the golden clay into the water with a fine sifting movement of his fingers. As his right hand sifted, his left stirred and stirred until the water grew into a pale-gold mud, then into the thickness of heavy cream, then into a sticky paste that crawled up the sculptor's arm until it stained his shoulder.

"Friend," said the king, coming near to him, "what is this you do?"

"As I told you," said the jester, "he is about to turn clay into bronze."

"Peace!" said the king. "Let the man speak for himself."

"Sire," said the sculptor, "like our own mother nature, I begin my creations close to the ground. Where does yonder rose begin the making of its crimson buds?"

"He speaks wisdom," said the wise man. "There must be a stirring in the clay before life can expand it into the thing that lives."

"True, true," said the jester. "I do not understand you, but your words are true just the same. See, I place some of this clay upon my nose. I suppose now I shall have a rosebud take its place."

The next day the king visited the sculptor once more.

The man still knelt before his tub mixing and mixing and feeling the grain of the mud between delicately touched thumb and forefinger.

"A little more clay, Jason," he would say, "just a little, and now a little more."

"Friend," said the king, "this is a mystery to me. I had expected by now to see you cutting and chipping at a block of bronze."

"Sire," said the sculptor, "first must I make the statue of your daughter out of clay. Out of this clay I shall model it. Bronze is too hard. It cannot be bent and twisted and fashioned with my fingertips. But clay, my master, what cannot I do with that?"

"He speaks wisely," said the wise man, "and his words are deeper than this statue that he makes. Thus do all things grow, sire, from the common into the great, as man's fingers touch them; from the ugly into the beautiful as man's thought enriches them; from the wicked into the good as man's will overpowers them."

"All true, all true," said the jester, with a waggish shake of the bells on his cap. "Every word is true, although I do not understand them. I have noticed how men stand on clay when they pray, but lift their hands up to heaven."

"Peace!" said the king. "Only a better sculptor can, without foolishness, criticise another."

When the third day came, the king found the sculptor standing before a huge body-sized mass of clay. "What is that?" asked the king.

"Out of that shall rise up the face and form of your daughter," answered the sculptor.

"Is not that treason?" laughed the jester. "Encasing the beauty of the princess in such common stuff."

"My friend," said the sculptor, as his hands buried themselves in the plastic mass before him, "clay is not common stuff. It is very, very precious, all things go to it for the things they wear. The rose's glory and the maiden's golden hair; the eye of the king and your poor, foolish tongue, all rise out of it at the call of the spirit, therefore, in finding the beauty of the princess in it, I but follow in the footsteps of a Greater who clothed the princess in its precious folds."

(To Be Continued.)

The Bronze Statue—II

The day came when the clay statue was finished. As it stood in a corner of the garden after the day's work, the king came forth to see it. He was sad unto death, for with the last smoothing of the sculptor's fingers on the clay, the spirit of the princess had fled away to the bright realms.

As the king stood looking with sorrowful eyes on the replica of his daughter, the sculptor came and stood near him. "Sire," he said, "the fires rage under the melting pots. Tonight I shall overcast this clay statue with a coat of lime and clay. When I shall take it off again, you will see but a hollow shell where this statue stood. Into this hollow shell I shall pour the molten bronze, and behold, when the heat has gone out from it, your daughter's form will stand forth, caught into the semblance of life forever!"

"But this figure, here, of clay! What will become of that?" asked the king.

"It must perish," said the sculptor, "that the bronze may take its place."

"Sire," said the wise man, "let the words of this honest sculptor be a comfort to your sad heart. Even as this clay must pass, leaving an empty shell where it has been, and even as the molten bronze flows in and rebuilds the loved figure in more enduring form, so may the memory of your child sear you and burn the empty place within your heart, only to present you, on the morrow, with another semblance of the loved one whose beauty time and the world cannot dim forever."

The BOOK TABLE

EARTH AND ITS PEOPLE SERIES. The United States Among the Nations. By Wallace W. Atwood. Cloth. 262 pages. 7 by 10 inches. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

There has been more creation of history and geography in the United States in the twentieth century than in any other country in the world.

A child grows more in the first year than in any other, and in each of the first three years more than in any subsequent three years, and in each year till the thirteenth year more than in any subsequent year.

It is equally true with a country. It grows more and more, historically and geographically, until it passes the adolescent stage than ever after.

This country is demonstrating maturity of manhood as the Old World is giving evidence of over-ripe age.

Dr. Wallace W. Atwood presents the United States as a "coming out" youth to take its place in the society of nations.

The illustrations are the achievement of American geography for appreciation at home and abroad.

The phrasing has the charm of the freshness of responsibility for a first appearance in education.

PLANNING YOUR FUTURE. An Occupational Civics Test for Junior High Schools. By George E. Myers, University of Michigan; Gladys M. Little and Sarah T. Robinson, both of Detroit Junior High School. Cloth. Illustrated. 417 pages. 370 Seventh Avenue, New York City: McGraw-Hill Book Company, Inc.

In the first place the book is highly attractive for boys and girls of the seventh, eighth and ninth grades or junior high school years. There are 125 interesting pictures of various occupations. They are new pictures with which they have not been surfeited in lower grades, and which they are not likely to see in any other book.

There is no danger of a student's failure to react pleasurably as he looks into this book of occupations, nor will he ever be relieved when he has finished the use of the book.

What is of greater importance, the information is attractive and makes an important contribution to the student's knowledge of American history, and will promote a spirit of pride in his country.

Above everything else the book will inspire a serious desire to be a success in life for personal profit and the public good.

TEACHING THE SOCIAL STUDIES. By Charles William Heathcote, State Teachers College, West Chester, Pa. Cloth. 295 pages. Boston: Richard G. Badger.

There has been need of just such a book as Dr. Heathcote has provided in "Teaching the Social Studies." It is wholesome in every suggestion, such as "pupils must realize that discoveries are not theoretical"; "There should be no 'catch' or 'tricky' question in an examination"; "Help pupils to clinch phases of a subject."

The phrasing intensifies the interest of teachers and students, and leaves an abiding impression.

Dr. Heathcote follows no new scheme blindly. His criticism of the new is as vital as that of the old. For instance, while praising certain phases of the socialized recitation he says boldly: "The socialized recitation offers a plan whereby the talkative may dominate the discussion. The indifferent and lazy will be glad of the opportunity to escape being questioned. However, any recitation can be made thoroughly democratic if the teacher desires it to be so."

EDUCATIONAL MEASUREMENT IN ELEMENTARY GRADES. By I. N. Madsen, Idaho State Normal School, Lewiston. Cloth. 294 pages. Measurement and Adjustment Series. Edited by Lewis M. Terman. Yonkers-on-Hudson, New York: World Book Company.

This is an important strain of Tests and Measurements. The idea of measuring results in school work is one of the great creations in education.

The attempt to professionalize this measuring so that only experts can measure is a tragedy. There must be masterful genius in knowing what to do and how and when to do it, but it will be of no importance to education unless every teacher sees clearly what results of her work are to be measured and how they are to be measured.

To measure the teaching after it has been done is as useless as the traditional way to teach spelling by merely discovering who can spell without any teaching.

Here is a book that teaches the elementary school classroom teacher to teach only the things and the way that will produce results that can be measured when they are tested.

One of the greatest discoveries of Thomas A. Edison was when he learned that his invention of a "vote recorder" had no market. That was fifty-six years ago. Since then he has invented nothing till he was sure there would be a market for it.

This is a really great book. It gets down to first principles. It has everything that is necessary to produce results that will stand the test of testing.

RESEARCH METHODS AND TEACHERS' PROBLEMS. A Manual for Systematic Studies of Classroom Procedure. By Douglas Waples, University of Chicago, and Ralph W. Tyler, Ohio State University. Cloth. 643 pages. New York: The Macmillan Company.

The purpose of this book is to help teachers solve the various classes of problems which arise in curricula making and understanding, in subject methods, in school and class management, and in general technique.

The authors have selected an even hundred specific problems which are sure to arise, and consider each problem in relation to its type, its special features, and then lead the individual teacher to investigate the line of study that will solve each problem.

We have seen no book that deals as definitely with as many and varied problems as does this treatise by Waples and Tyler.

TOMORROW'S AMERICANS. A Study in Student Self-Government. By A. O. Bowden, President, New Mexico State Teachers College, and Ida Clyde Clarke. Introduction by William McAndrew and Richard Welling. New York: G. P. Putnam's Sons.

The best service we can render this important book on Student Self-Government is to quote from William McAndrew's Introduction, which he writes on "Coming Around to It at Last."

"This book relates to the theory and practice of democracy in education. Some of us have been pegging away at the practice some long time. I had participation of pupils in every school I was employed in for the past forty years. It worked. It fostered responsibility, honesty, and consideration for general welfare. I find similar practices coming in more and more, originating whenever a schoolmaster asks: 'Who's paying my wages and what for?' We can't teach democray unless we direct the practice of it—doing it, not now and then, but as a main occupation. I believe this book will be a great help."

EDUCATION IN ACTION

Non-Athletes Seen as Best Scholars

But High School Survey Puts Athletes Ahead of Average Work of Student Body; Home Work Is Disliked

The results of two investigations in New York City by members of the public educational staff show that high school pupils engaged in athletic extra-curricular activities attain poorer scholarship than those active in non-athletic affairs, and that many seniors dislike school on account of home-work assignments.

The first survey undertaken by Herman Schulman in the Evander Childs High School, the Bronx, led to the conclusion that extra-curricular activities in general caused little deterioration of scholastic work, but the "scholarship of the non-athletic extra-curricular group appears to be slightly higher than that of the athletic group."

The latter conclusion was based on a table showing that the athletic group had an average per capita failure record of about half of one subject, and that the other group had a corresponding failure of only twenty-five per cent. of a subject per pupil.

The intelligence quotients of the two groups wers found also to point to higher abilities on the part of the non-athletic group. The latter, having a mean intelligence quotient of 113, were superior to the athletically-minded by three points.

The investigator concluded that extra-curricular affairs "exert practically no detrimental effect upon the scholarship of the students involved," but that neither did "the activity seem to exert a beneficial effect upon either group," and that, finally, scholarship seemed to be independent of extra-curricular activity, being more closely correlated with the intelligence quotients.

The other investigation was made at the Girls' Commercial High School in Brooklyn by Ralph B. Guinness. Of the students interviewed in three senior classes fifty-four said they did not like school, and forty-eight that they did. Of the former, twenty-five gave home-work as the reason, twelve reported school "not interesting," and one saw "no future use" for schooling, and eight gave no reason for their attitude.

Those who enjoyed school gave the following reasons: Friendship, five students; advantages, four students; better than business, five students; interesting, four students; no reason, twenty-eight students.

Fault was found with homework assignments, mainly because they were too long. A curious medley of replies was obtained to a question on the best-liked subject. The answers were scattered, "indicating, perhaps, that most didn't like any subject, or were doubtful," but the largest number, twelve students, reported accounting as the best subject, six liked English; three, economics; eight, stenography; two, music appreciation; two, Spanish, and two, science. History was not even mentioned.

Only sixteen of the girls enjoyed "outside" reading, fifty-two "found it a burden, six had no time for it, nine couldn't easily find readings, and ten found the reading assignments too long."

New Kobe College To Be Built on Hilltop

The new Kobe College in Japan is to be built on a beautiful eighteen-acre estate of cultivated and wooded land on a level hilltop midway between Kobe and Osaka. The building fund of $700,000 for the college was successfully completed in America in 1929, and with these funds available the corporation recently adopted the building plan presented by W. M. Vories, of Japan. Adequate accommodation is thus assured for this influential woman's Christian college, established fifty years ago and officially recognized in Japan as of the highest education grade. The new site was acquired through the generosity of a Japanese business man, by exchange, acre for acre, for the original alumnae site. For fifty years it had been developed as a private estate by its owner, a Japanese nobleman. The college now falls heir to his gardens, orchards, roads and other improvements. Because of its situation on a hilltop the college will be permanently isolated but can easily be reached by good roads.

To Train Students For American Life

Sponsored by Chester D. Pugsley, Peekskill, N. Y., banker, a foreign student conference for those coming to the United States to study in American colleges was scheduled for the middle of September at the Storm King School, Cornwall, N. Y., under the auspices of the Institute of International Education. The aim was to accustom the students to American life before they go to various institutions for the academic year. The speakers during the week were: General Palmer Pierce, assistant to the president of the Standard Oil Company; Grafton S. Wilcox, assistant managing editor of the New York Herald-Tribune; Dr. Rosalie Slaughter Morton, Dr. J. H. Main, president of Grinnell College; Seymour M. Stone, artist; Professors Samuel McCune Lindsay and Paul Monroe, of Columbia University; Charles Hurry, general secretary of the international committee for friendly relations among students; Dr. Stephen P. Duggan, director of the Institute of International Education; Chester Williams, general secretary of the National Students Federation, and Major William A. Welch, manager of the Palisades Interstate Park.

Changes in School Laws Gain Interest in Kansas

"I do not recall the time when there has been so much interest on the part of the general public regarding the revision of the Kansas school laws," Superintendent George A. Allen, Jr., of the Kansas Department of Education, declared in a recent statement. The plan for financing Kansas schools submitted by the School Code Commission is closely related to the Tax Code Commission's report, which will be submitted in the 1931 legislature, and the two should be considered together, Superintendent Allen believes. There are two reasons for the great interest in the proposed changes in the school law, he says: "(1) the favorable publicity given to the report of the school code during the last two years by those most interested in our schools: (2) the need for tax revision and relief from excessive taxes, which the financial plan of the school code report will help to produce."

Student-Sailors Win Lawsuit

Four California youths named Evans, Douglas, Needles, and Splane recently obtained an order from the Supreme Court, Cape Town, Union of South Africa, against the master of a Norwegian steamship, in an action to compel him to pay their way back home in time for them to resume their college studies at the opening of the

term. The youths, who signed as deckhands on the Norwegian steamer for a three-months' vacation, asked the court to compel the captain to post $1,500 to get them back before Glendale College opens. They alleged that had been their agreement when they signed on. The court ordered the captain not to clear Cape Town until the amount had been paid.

Flying Courses In High Schools

Provision of a technical ground school course in aviation for students in all secondary schools of California is expected to be made by the California Curriculum Commission, according to the state superintendent of public instruction, Vierling Kersey. A subcommittee of the California Advisory Committee has been engaged in preparation of a technical course to be submitted to the committee, which, in turn, will make recommendations to the curriculum commission. Flying courses by secondary schools are prohibited by resolution of the State Board of Education, though approximately half of the high schools have ground courses now in aviation, according to Mr. Kersey.

Michigan U. Professor Plans Survey in Brazil

A detailed survey of the City of Rio de Janeiro and environs and geographic lines of considerable of Brazil's hinterland wastes of the Amazon are to be undertaken by Dr. Preston James, profesor of geography at the University of Michigan. Dr. James's treatise on the interior geography of Brazil is to be the result of six months of intensive exploration, backed by ten years of preparation in the study of virtually every technical book ever published on Brazil. Dr. James said he will write a textbook on Brazil's geography, with another book treating generally with the largest republic in South America.

New Courses for Children Adopted by N. Y. Schools

When New York City's school children began the new term this month, not only was the physical scene changed by some nineteen additional school buildings and 449 additional teachers, but the mental landscape was also altered by several completely new courses of study. Throughout the elementary grades brand new syllabuses in history and in health education come into effect. The new health teaching will emphasize practical methods of personal hygiene, aiming to develop a "health conscience," with a predilection for spinach, toothbrushing and baths. The course in history, also in accordance with modern thought, will require less learning of dates than formerly, and will place less emphasis upon military tactics, and more upon social and economic movements. In the high schools, in addition to a new syllabus in hygiene, the principal innovation will be the substitution of a two-year compulsory course in art appreciation for the old-time drawing lessons. In two high schools elective courses in the Hebrew language will be tried out, and in one there will be a practical course in the operation of such household appliances as the vacuum cleaner and the electric refrigerator.

Oil Gusher Evicts 1,000 Pupils

A gusher in the yard of a public school in Oklahoma City began endowing the school with royalties after evicting its more than 1,000 pupils. Gauged at 65,000 barrels a day, during the initial flow, the giant gusher, known as No. 5 Holmes, was described by oil men as history's greatest high gravity oil producer. The Oklahoma City school board decided to abandon the school building temporarily because of the fire hazard.

Vocational Projects Profitable to Pupils

The pupils' labor income made on projects by boys studying vocational agriculture in Pennsylvania last year amounted to $279,156.97, according to the State Department of Public Instruction. This sum represents the profit that the boys made on their projects, omitting charges for their own labor. Each boy studying agriculture in the vocational schools in the state carries on at home, in connection with his class instruction, a business enterprise of his own known as a home project. This feature of the vocational program is most practical, as is indicated by the figures, and gives the individual boy valuable experience in planning, financing and managing a business of his own.

Extension Work In the Colleges

In nearly every state of the Union institutions of higher learning give classwork outside of their own walls, declares L. R. Alderman, chief of service division, Office of Education, in a recent article. During 1928-29, 291 colleges and universities offered such classes, which were attended by more than 250,000 students, he said. "An individual desiring to take work in one of these extension classes," Mr. Alderman explained, "should discover through his local public school department, or through the public library, what courses are given in that vicinity. If there are no such classes he should ask the college or university of his choice to organize such a class and furnish an instructor, and it is likely that this will be done, provided a group of ten or more persons can be found who desire to study the same subject." Some of the strong points of extension work by means of classes, according to Mr. Alderman, are as follows: (1) The personal guidance and help of the instructor; (2) the advantages resulting from group discussion; (3) the opportunity offered for practice in self-expression and the art of conversation; (4) advantages of a definite class period.

Foreign Educational Plans To Be Studied

The United States Office of Education will establish closer relations with the British and European ministries of education, according to J. F. Abel, chief of the division of foreign school systems, Department of the Interior. Mr. Abel will represent the office on an extensive tour of approximately three months, commencing early in September, during which he will visit England, Belgium, France and Holland. The purpose of the trip will be to meet Ministers of Education, study their systems, discuss their problems, and make contacts, Mr. Abel said. It is believed that a visit of this kind will result in closer co-operation and facilitate the exchange of information. The major portion of his stay will be in Belgium, where he will gather data for the purpose of writing a bulletin on public education of that country. As a part of its research functions, the office is constantly gathering information from foreign countries on their systems of education, so that it can be easily accessible to Americans for comparative study.

Will Discontinue 60 Rumanian Schools

The Ministry of Public Instruction in Bucharest, Rumania, has just announced that sixty schools are to be discontinued, about a third of which are normal schools, the rest being high schools. This measure seems strange, especially on the part of a peasant government, one of the principal planks in the platform of which was enlightenment of the masses, and it is to be remembered also that in many parts of Rumania well over sixty per cent. of the people are illiterate. Immediately after the war, when the country found itself more than doubled, and in possession of several new provinces that had never had many schools, and especially at a moment when the peasants, having been enfranchised and given lands, were es-

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pecially in need of education, it was natural for Rumania to suffer a shortage of teachers. There were not enough instructors to supply all the new schools, so normal schools were opened up by the hundreds. They, however, have accomplished their task, and already the country has too many teachers. Now there are not enough jobs to go around. So the closing of schools for teachers is said to be a wise measure. The secondary schools are being closed for two reasons. Many of them existed only on paper, so their discontinuance is only a formal procedure. Besides this there are too many schools for intellectuals. No land has such a vast oversupply of state officials and professional people as Rumania. The state budget is overburdened. Bureaucracy has become a weight, retarding the creative impulse of the nation. Practically none of the village youths attend agricultural schools, but prefer to prepare for state jobs. So the government is boldly closing schools for the education of professionals. It is hoping to replace them by schools that will prepare the youth to do creative work at home. There are but few lands more in need of enlightened agricultural workers.

Larger Salaries For Teachers Urged

Primary and secondary school education all over the country is being retarded by the insistence upon economy in teachers' salaries, according to a report by Clyde R. Miller, director of educational service at Teachers' College, Columbia University. As a result of low salaries, the majority of young American school teachers are mediocre, uncultured, and generally unfit for their work, he declared. "School boards build modern structures, fully equipped with swimming pools, fine gymnasiums, modern ventilation, and then rest on their laurels," Mr. Miller asserted. "They then employ the foolish expedient of saving money by engaging training-school graduates, who have had no more than a high-school education before beginning their professional studies."

Dialect Peculiarities Reveal One's Nativity

The possibility of knowing from what section of the country a person comes, by certain little mannerisms of his speech, was stresed by Professor Miles Hanley, of the University of Wisconsin speech department, in a recent lecture on Dialect Peculiarities. The lecture was given to stimulate general interest in British and American dialects, and was illustrated by authentic phonograph records, all telling the same story, but each having a different dialect. It is a part of a nation-wide program for studying the varieties of American dialect, classifying them and publishing a dialect dictionary.

Colleges Organize To Aid Themselves

Like the fruit growers and the sugar refiners, the colleges, too, are now beginning to form their own trade associations for placing their industry in the public eye. United they stand to make the American people educationally conscious. For two years now the seven large women's colleges of the East have been conducting a joint campaign in the interest of women's higher education. Now comes an association on state lines. The six colleges of Florida—a state which was recently ranked at thirty-ninth in per capita educational expenditure—are cooperating to put the local case for higher learning before the potentially contributing public.

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In a kindergarten class, flags were shown, and in answer to a question a little girl gave the response that was expected of her: "This is the flag of my country."

"And what is the name of your country?" was the next question.

"'Tis of thee," was the prompt reply.—Pullman News.

The Traveler

"Can you speak Esperanto?"

"I should think so, I spent several years in Esperanto."

In the Mirror

A backwoods mountaineer one day found a mirror which a tourist had lost. "Well, if it ain't my old dad," he said, as he looked in the mirror. "I never knew he had this pitcher took."

He took the mirror home, stole into the attic to hide it, but his actions did not escape his suspicious wife. That night while he slept she slipped up to the attic, and found the mirror.

"Mm-m," she said, looking into it, "so that's the old hag he's been chasin'."

A Vital Point

The inspector had been asking questions at the school until everybody was tired of hearing him.

"Now," said he, "you may ask me some questions if you like."

No one stirred, till at last a little hand went up, and Jane asked, wearily: "Please, sir, what time does your train go?"—Flesherton Advice.

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A Thousand Scholarship Prizes

Distinguished Board of Judges will pass on creative work of American Youth in the big Annual Project known as National High School Awards.

More than one thousand prizes, of an aggregate value exceeding eight thousand dollars, are offered to junior and senior high school students this year for their best creative work, under the terms of the National High School Awards, just made public.

The awards originated in the annual student-written contests conducted by Current Literature, in the field of literature, and by Quill and Scroll, the National Honorary Society for High School Journalists, in the field of journalism. The two are united this year for the first time. The contest is also sponsored by the Boy Scouts of America, the Girl Scouts, the Oregon Trail Memorial Association, and a group of leading standard magazines, including The Atlantic Monthly and Scribner's Magazine.

Eighteen distinct contests comprise the Awards of 1931. Included in the list are: Historical essay, for the best "True Stories of the Opening of the West" (closing date, November 15); The Atlantic Monthly Essay Contest (subject unrestricted); Scribner's Magazine Short Story Contest (with prizes that include forty-eight complete sets of R. L. Stevenson, thirty-six volumes each); Boys' Life handicraft essay, prizes donated by the Boy Scouts of America; The American Girl literary essay contest, similarly sponsored by the Girl Scouts; and other contests in poetry, book reviews, magazine article reviews, science articles, and editorials, as well as purely journalistic contests in news stories, feature stories, interviews, sports stories, and "columns." The art contests include cartoons and magazine-cover designs.

The judges of the awards include the editors of The Atlantic Monthly; Frederick L. Allen, editor of Harper's Magazine; Henry Seidel Canby, editor of the Saturday Review of Literature; Seward Collins, editor of the Bookman; Russell Doubleday, editor of World's Work; Alfred S. Dashiell, editor of Scribner's Magazine, and Henry Goddard Leach, editor of The Forum.

No entry fees are charged, nor are any magazine subscriptions or other obligations of any sort attached to the competition. Every high school undergraduate in public or private secondary schools of the United States is welcomed as a contestant.

The best of the manuscripts submitted will be published in book form, under the title, "National High School Awards"—a collection of the best creative work in American High

Schools. While March 15, 1931, is the closing date for most of the contests, manuscripts are welcomed in advance. Some of the best so received will be published month by month in the Round Table section of The Magazine World.

In most of the contests separate state prizes are offered. For full details of the awards, posters suitable for bulletin board display, write to the National High School Awards, 40 South Third Street, Columbus, Ohio.

Meetings To Be Held

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

16-17-18: New Hampshire State Teachers' Association, Concord, W. H. Buker, president: Rochester, New Hampshire.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

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